



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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Social Sciences and Humanities
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 Canada

CHILDREN'S BOOKS.

No.	Title of Book.	Author.	Publisher.	Price Pub- lished. s. d.	Post- age. d.
1	Tennyson for the Young	Rev. Canon Ainger	Macmillan	1 0	2
2	Elocution for Children	Foster	Sonnenschein	1 6	3
3	Child's Garden of Verse	R. L. Stevenson	Longmans	4 6	3
4	The Story Hour	Mrs. K. Douglas Wiggin	Gay & Bird	2 6	4½
5	The Story of Patsy	"	"	1 6	3
6	The Birds' Xmas Carol	"	"	1 6	3
7	Timothy's Quest	"	"	2 6	4½
8	Barbara's Brothers	Miss E. Everett Green	R. T. S'	5 0	4½
9	Marcus Stafford's Charge	"	"	3 6	4½
10	Fir Tree Farm	"	"	5 0	4½
11	Mrs. Romaine's Household	Mrs. Steinthal	Oliphant, Edin.	3 6	4½
12	Aunt Mai's Annual	C. Hutchins Lewis	Constable	3 6	4½
13	A Song, Please	Henry King Lewis	Curwen	2 0	3
14	Songs for Little Singers	Mrs. Ormiston Chant	Simpkin	2 6	3
15	The Golden Boat Songs	Wilhelmina Rooper	Curwen	1 0	3
16	Original Songs, Games, etc.	T. E. Lawrence	Newmann	2 6	3
17	Circular Tablet (game)	Emilie Pousson	Philip	2 0	3
18	Finger Plays		Curwen		

OUR WORK.

Annual Meeting.—The date of the Annual Meeting was not fixed at the time of going to press; but Miss Blogg, P.N.E.U. Office, 28, Victoria Street, S.W., will be happy to give information.

House of Education.—Applications for Probationers should be made at once. There will be two or three vacancies for three months' students during the October Term, a circumstance which may not soon occur again.

House of Education Natural History Club.—*Notes by M. L. Hodgson.*—With the beautiful spring around us, and the prospect of a long summer before us, we shall do well to consider what definite work we mean to do this year. A few suggestions on making collections of various kinds will perhaps be of use to you, and especially now, when most of you are arranging your work for next term. The following list of collections contains so many things that children, of all ages, take an interest in, that I hope you will, all of you, find something useful in it. I will begin by saying a few words about collections of insects and birds' eggs. I very strongly advise you to discourage them, unless there is evidently a very great love for natural science in the person who wishes to collect them. Boys need much supervision in these matters.

The Outdoor World is a very good handbook for beginners; it contains many useful hints on all sorts of collections. During the nesting season I have always found many deserted nests, some of these are generally in good condition, and very beautiful; if they are fitted into neat boxes, and by degrees filled with their right number of eggs, they make a delightful possession. I say filled by degrees because no more than one egg should be taken, as a rule, from a nest.

But with regard to birds much more may be done than in merely collecting nests and eggs. Years ago I made a collection of skulls, both of birds and other small animals, they were not difficult to do, and when mounted on small cards they looked very well and were most interesting—to the cards containing the birds' skulls I added the merry-thoughts, which gave additional interest to the collection. The skins and feathers are also easily preserved; every dead bird or small animal we found was carefully skinned, and the skin preserved and mounted spread eagle fashion after it had been well cured with arsenical soap. For very small children the feathers only may be mounted in books or on cards with great effect. Skulls of bats, mice, moles, etc., may be prepared in various ways, and many boys find great interest and occupation in the work. I am speaking from experience gained during years of work with boys. We did not kill the animals—we used those we found or had given to us by the keepers and farmers who knew what we were doing.

Illustrating the flora and fauna of our village. On the subject of botanical collections much may be said, as they afford scope for all kinds of work for all ages. For the older children, a general collection of plants is not too much to attempt, but with the younger ones much less ought to be done. With the very tiny ones you might begin a collection of fir cones, of which there are many kinds; these are very

pretty, and if neatly arranged in boxes they will give the children much pleasure. The leaves of trees, mounted and named, can be easily done, and are not difficult to dry well. The flowers of any special order, say compositæ or umbelliferae, a collection of grasses—sedges or rushes—will give plenty of work for one season. The fruits of any one only, will give plenty of work for one season. The fruits of any one only, will give plenty of work for one season. A very pretty order might also be done by the younger children. A very pretty collection can be made by procuring all the seeds used in either gardens or on farms. These should be put into small pill boxes with some of the seeds gummed on to the lid.

Collections of land shells are most beautiful if they are neatly mounted and named. Some of our land Molluscs possess exquisite shells, and many may be found empty along our waysides and hedgerows. I do not think I need say much about sea shells and seaweeds; they appear to be universally collected by children, especially shells. A nice way is to make a neat cabinet for them, and one which can be easily used for exhibition purposes; this may be made out of a few dozen match boxes, fitted neatly into a wooden box, stood on end; if paper fasteners are used for handles, and a nice suitable paper used for covering them, a very ornamental cabinet will repay you well for your trouble. Match boxes of all sizes may be had, 36 small ones fitted into a cigar box will hold an immense number of small shells. I think the most interesting collection that can be made by a family of boys and girls living in the country is one which illustrates as far as possible the Natural History of the village or neighbourhood in which they live. It is surprising how many things can be found if only the eyes are opened to see them. This is not to be done without practice, as the eye sees exactly that which it is trained to see, and it is a great help, if we have a definite object in seeing.

Fossils abound in many neighbourhoods, nice clean ones that come clear out of the stones and soil; beautiful shells and sea urchins of all kinds may be found without difficulty, and many happy hours may be devoted to the search. Page's Geology (new edition) is a great help to beginners in the study of Geology.

A painted collection of flowers could be done by any child with a talent for drawing. This, if persevered in, may prove a lasting benefit to the person concerned, and be of much use in the cause of science, as it is rare to find artists who can draw flowers scientifically so as to be of value as illustrations and to aid definition.

The November Exhibition in connection with the P.N.E.U. may be a help to some of you, as affording an object for definite work with the children.

LIST OF COLLECTIONS.

Insects, if it can be done under supervision, and then only in special cases; birds' eggs and nests, under supervision; merry-thoughts and skulls of birds; skulls of other small animals; birds' skins and feathers, dead birds are often found, especially in winter; shells and seaweeds; corallines; land shells.

BOTANY.—Flowers, general herbarium; flowers, special orders selected; leaves of trees for the younger children; fir cones; fruits and seeds; grasses, sedges or rushes only; galls, oak specially, but include any others you may find; general collection, illustrating the Natural History of your neighbourhood; flowers painted from life.

THE "P.R." LETTER BAG.

[*The Editor is not responsible for the opinions of Correspondents.*]

DEAR MADAM,—I feel most strongly on the subject you refer to about the over-pressure of the present day in all our schools. Although my children are but babies, and have not yet begun their school careers—a period of their lives which I look forward to with much dread—I am delighted to send my name to be added to any list of parents protesting against the present pressure of work and long hours indulged in at all modern schools. A leading member of the educational department in India once told me that up to six years old a child should not be taught regularly at all, that after that age one hour a day should be given, and that each year another hour a day might be added until five hours a day were reached, and that *never* should more than five hours a day be devoted to intellectual study. Can we not demand that our children should not have more than four hours in school per day and one hour for preparation? Children should have at least two hours in the open air if the weather will permit, and if there is time unoccupied there are many occupations which train the hand and eye which might employ them, without overtaxing their brains. And we should find our children more fully developed and far more fitly prepared for their careers in life.

Trusting that many other parents will add their names to the list,
Brook House, Bollington,

I am, yours truly,
Near Macclesfield.

ELIZABETH HICKSON.

DEAR EDITOR,—In reply to Mrs. Lawson's letter in the April *Parents' Review*, I should like to explain that we have some of the books needed for the Mothers' Educational Course in the Library, and hope in time to have them all. I have not the catalogue to refer to, but I believe we have the following:—“Carpenter's Mental Physiology,” “Clews to Holy Writ” (Petrie), “Times of Isaiah” (Sayce), “Teaching” (Calderwood), “Manual of Personal and Domestic Hygiene” (Schofield), “Moral Instruction” (F. Adler), “Physiography” (Huxley), “The Art of Teaching Languages” (Gouin), “Home Education” (Mason), “The Little Red Mannikin” (Lankester).

Yours truly,

AGNES H. ANSON.

DEAR READERS,—I should like to say that one object of the *Mothers' Educational Course* is to secure that mothers shall possess themselves of a small educational library, consisting of books with which they are thoroughly familiar,—able to turn to any passage they want at a moment's notice. This sort of familiarity, with ever a score or so of helpful volumes is among the best results of study; and perhaps some such little library is the smallest professional outfit with which a mother should equip herself.—ED.

DEAR EDITOR,—In reply to “Mater Junior's” letter in your last issue, I am afraid the evils of which I complain are too grave to be remedied by any memorial to headmasters such as she suggests. My position is this.